

**Spartanburg County School District Two  
Technology Plan**

**2009-2013**

**Year 1 Update June 30, 2009**

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## District Profile

Spartanburg School District Two encompasses 134 miles in the northern part of Spartanburg County. The school district includes the community of Boiling Springs and the town of Chesnee. There are 13 schools (seven elementary, one intermediate, one junior high, one middle school, one 9<sup>th</sup> grade school and two high schools). Some of the high school students attend classes at the H. B. Swofford Career Center which is shared with Spartanburg District One. There are 9767 students enrolled in our district schools. Of this population, 44.37% qualify for free and reduced lunches. The district E-rate discount is 61%. The Spartanburg Two graduation rate is 74.8%, with a dropout rate of 4.95%. Spartanburg School District Two has 634 students of English as a Second Language identified as needing ESL (English as a Second Language) instruction.

## Executive Summary

Spartanburg School District Two's Technology Plan 2009-2013 is designed to meet the requirements established by the Education Oversight Committee; the federal No Child Left Behind Act of 2001; and Proviso 1:40 of 2001, which is Proviso 1.29 in the 2003-2004 General Appropriation Bill and is titled "SDE: Teacher Technology Proficiency":

To ensure the effective and efficient use of the funding provided by the General Assembly in Part IA Section 1XI.A.1 for school technology in the classroom and internet access, the State Department of Education shall approve teacher technology competency standards and local school districts must require teachers to demonstrate proficiency in these standards as part of each teacher's Professional Development plan. Evidence that districts are meeting the requirement is a prerequisite to expenditure of a district's technology funds.

The plan is correlated with state and federal legislation and uses goals-based, measurable activities. In aligning this plan to the South Carolina State Technology Plan, the five core technology dimensions were addressed.

The five core technology focus dimensions and the major goals set forth for these areas are as follows:

### Technology Dimension 1: Learners and Their Environment

Goal: SCSD2 will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy based on ISTE NETS-S and the District Goals by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

### Technology Dimension 2: Professional Capacity

Goal: SCSD2 will provide curriculum development and professional development to increase the competency of all educators so that research-proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

### Technology Dimension 3: Instructional Capacity

Goal: SCSD2 will use current and emerging technologies to create learner-centered instructional environments that enhance academic achievement.

### Technology Dimension 4: Community Connections

Goal: SCSD2 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

### Technology Dimension 5: Support Capacity

Goal: SCSD2 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

# District Needs Assessment

## Our needs are:

- LCD Projectors for Classrooms
- Document Cameras
- Hardware Upgrades
- District-wide Wireless Access
- Software Upgrades
- Staff Development for Multimedia Technology
- Scanning Printers/Printers
- Increase Computer- to- Student Ratio Based on School Needs Assessments
- Upgrade School Servers
- Upgrade Firewall and Content Filtering
- Distance Education Capability
- District-wide Media Center Software Upgrade

## Our inventory:

Spartanburg School District Two's data network has at the core an Ethernet Routing Switch 8600 with 8 Gigabit Ethernet ports to provide a unified communications network. At the edge we have 14 Nortel Ethernet Routing Switch 1600's that are hardware-based Layer 3 Routing Switches that provides resiliency, performance and security for converged applications. The Ethernet Routing Switch 1600 provides connections for gigabit Ethernet aggregation as well as 10/100 Mbps Ethernet connectivity. Remote sites are connected using Metro Ethernet. The district has a 1 Gigabit trunk circuit connected into cloud on the private side of the network. The remote sites are connected with a 100 Mbps trunk into the cloud. The public side is connected to the internet using Metro Ethernet at a data rate of 20 Mbps. In one instance a router feeds three locations connected with fiber optics. The LAN side of the network has approximately 112 Nortel Network switches each operating at 100 Mbps full duplex to the desktop and a Gigabit backbone. The private side of the network is protected with Symantec's Gateway Security using WebNot subscription service for active content filtering of Internet sites.

- A wide area network that provide internet, intranet, email, and web site service to all schools in the district.
- Metro-E Gigabit circuit to District office and 100Mbps Metro-E circuits to each school.
- A Symantec Gateway Security firewall in operation with Windows 2003 network running sites.
- 3,000+ internet capable computers
- Two full-time district systems administrator, database administrator and two full-time technicians.
- A district webpage with links, online course registration, and communication capabilities between teachers, students, and parents via Copernicus network.
- Each school has its own webpage.
- Developed shared network drives for all administrators, teachers, and students to use for collaboration and information exchange.
- OdysseyLearning© instructional software is served in all elementary, middle, intermediate and junior high schools.
- PLATO software is used at both high schools for enrichment and remediation
- Computer labs are in all schools.
- Full schedule of district technology training classes for teachers, staff, and community members during fall, spring, and summer semesters with over 175 teachers participating annually.
- School Messenger installed in all schools for more accurate and timely communication with parents.
- District Phone System Upgrade to provide all schools with phone access for safety reasons and better communication.

### **Our Support Strategies:**

This plan addresses the interests of our students, our current technology needs, and the demands of the legislation of the No Child Left Behind (NCLB). In this legislation, students have to demonstrate improvement over time and be proficient in reading and mathematics. Importantly, achievement gaps between different socioeconomic backgrounds must be identified and closed so that all children regardless of race and income level can read and do mathematics at grade levels by 2014.

The plan is correlated with state and federal legislation and uses goals-based, measurable activities. In aligning this plan to the South Carolina State Technology Plan, the five core technology dimensions were addressed.

## **District Vision and Mission Statement**

### **Mission of Spartanburg District Two Schools:**

Our mission is to prepare our students for tomorrow's world by providing effective and innovative educational practices in a safe and supportive environment.

### **Technology Mission Statement:**

The technology mission of Spartanburg School District Two is to work with students, their families and the community, to ensure that all students within the district are provided the opportunity to receive high quality education that prepares them to succeed in a complex and competitive world through properly applied technology.

### **District Strategic Goals Related to Technology:**

#### **Our students will . . .**

1. Demonstrate creative and innovative thinking
2. Effectively communicate and collaborate
3. Exhibit research and information fluency
4. Practice critical thinking, problem solving, and decision making skills
5. Demonstrate digital citizenship
6. Apply technological operations and concepts

### **Objectives of the Technology Program:**

#### **Four Core Principles of the Technology Program:**

Spartanburg School District Two recognizes the importance and advocates the four core principles to achieve its goals for students, teacher, and administrators:

1. Teachers model technology proficiency for students.
2. Engaging, relevant and standards-driven software will be selected to differentiate instruction to meet the academic needs of students.
3. Teachers effectively integrate instructional strategies with technology use.
4. A variety of technological opportunities will be readily accessible to administrators, teachers and students.

## **District Strategic Goals Related to Technology:**

**Our students will . . .**

### **1. Demonstrate creative and innovative thinking**

**Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:**

- a. apply existing knowledge to generate new ideas, products, or processes.**
- b. create original works as a means of personal or group expression through the use of new and emerging technological tools and trends.**
- c. use models and simulations to explore complex systems and issues.**
- d. identify trends and forecast possibilities.**

### **2. Effectively communicate and collaborate**

**Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:**

- a. interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.**
- b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.**
- c. develop cultural understanding and global awareness by engaging with learners of other cultures.**
- d. contribute to project teams to produce original works or solve problems.**

### **3. Exhibit research and information fluency**

**Students apply digital tools to gather, evaluate, and use information. Students:**

- a. plan strategies to guide inquiry.**
- b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.**
- c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.**
- d. process data and report results.**

### **4. Practice critical thinking, problem solving, and decision making skills**

**Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:**

- a. identify and define authentic problems and significant questions for investigation.**
- b. plan and manage activities to develop a solution or complete a project.**
- c. collect and analyze data to identify solutions and/or make informed decisions.**
- d. use multiple processes and diverse perspectives.**

### **5. Demonstrate digital citizenship**

**Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:**

- a. advocate and practice safe, legal, and responsible use of information and technology.**
- b. exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.**
- c. demonstrate personal responsibility for lifelong learning.**
- d. exhibit leadership for digital citizenship.**

### **6. Apply technological operations and concepts**

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:

- a. understand and use technology systems.
- b. select and use applications effectively and productively.
- c. troubleshoot systems and applications.
- d. transfer current knowledge to learning of new technologies.

Technology Budget Plan

BUDGET	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12	2012-13
<b>Hardware:</b>							
Infrastructure	80,000	50,000	100,000	80,000	50,000	50,000	80,000
Mobile laptop Labs	142,660	142,660	30,000	60,000	60,000	60,000	60,000
LCD Projectors	5,500	18,000	100,000	100,000	100,000	100,000	80,000
Computer labs	80,000	80,000	90,000	80,000	80,000	80,000	80,000
Distance Learning	50,000	50,000	20,000	50,000	50,000	50,000	50,000
Upgrades/Replacements	100,000	200,000	250,000	200,000	200,000	200,000	200,000
Servers	20,000	20,000	140,000	80,000	80,000	80,000	80,000
<b>Software/ Applications</b>							
Upgrades	50,000	50,000	70,000	70,000	70,000	70,000	70,000
Assessment tools	10,000	35,000	80,000	80,000	80,000	80,000	80,000
Remediation	25,000	20,000	65,000	50,000	50,000	50,000	50,000
Enhancement	4,000	10,000	10,000	15,000	15,000	15,000	15,000
DestinyLibrary Manager	-	-	55,000	15,000	15,000	15,000	15,000
<b>Professional Development</b>							
Courses	5,848	12,500	12,500	12,500	15,000	15,000	15,000
Workshops	-	2,500	2,500	3,000	3,000	3,000	3,000
Tech trainers	332	3,000	3,000	3,000	3,000	3,000	3,000
Distance Learning	5,000	5,000	-				
ACTIVstudio Training	0	0	1,500	1,500	1,500	1,500	1,500
<b>Budget:</b>							
Requested	\$578,340	698,660	1,029,500	900,000	900,000	900,000	900,000

**Evaluation Procedures**

In order to ensure that the technology plan is updated and reflects the changing needs of the district, the plan will be subject to a formal review annually. This review will include an update of current hardware and software status as well as analysis of software usage. An internal one year planning horizon will serve to refine the three-year plan for both future growth and professional development needs.

In addition to the formal reviews, updates will be incorporated into the plan as needed resulting from significant changes that may occur in any of the three dimensions (hardware, software, professional development). Newly available grant monies or systems requirements as communicated by external agencies are examples of circumstances that would require interim changes.

# TECHNOLOGY DIMENSION 1

## LEARNERS AND THEIR ENVIRONMENT

### Snapshot of Current Technology Use in District:

The No Child Left Behind Act of 2001 states that all students in America score at the proficient level on state tests by the year 2014. Spartanburg School District Two uses many techniques to raise the district's level of student achievement. Emphasis is placed on helping students master the state academic standards, and our technology supports this effort. Integrating technology into the core curriculum is a major focus of our technology initiatives as evidenced by all our computer labs and software that is available to all students. We follow the state's recommendation to adopt the International Society for Technology in Education's National Educational Technology Standards for Students (ISTE NETS-S).

**Goal:** SCSD2 will use research-proven strategies to provide home, school, and community environments conducive to our students' achieving technological literacy based on ISTE NETS-S and the District Goals by the end of the eighth grade and to raise the overall level of academic achievement in South Carolina.

Objectives	Strategies
1.1 Students will use technology to acquire and demonstrate communication, collaboration, and engagement skills that are aligned with state standards across the curriculum and will thereby increase their level of academic achievement.	<p>A. Recognize and promote best practices that successfully integrate technology into the curriculum.</p> <p>B. Encourage schools to conduct student projects that yield engaged learning and collaboration through technology in the content areas.</p> <p>C. Ensure that the technology program supports technological literacy by the eighth grade.</p> <p>D. Assist teachers with needed resources.</p>
1.2 Students will engage in learning activities that are aligned with state standards and that integrate technology into the core content.	<p>A. Have teachers develop technology-enhanced learning activities aligned with state standards in core content areas.</p> <p>B. Provide students, including those with special needs, access to a range of high and low technology solutions, including software, and other tools to increase student communication and collaboration.</p>

### Action List:

Utilize the expertise of staff members in our district and outside trainers to provide resources for staff development.

Provide access to effective, research-based assistive technologies.

Conduct staff development on grade-level appropriate technology standards and competencies based on the ISTE standards.

Provide resources for best practices that integrate technology into the curriculum.

Promote awareness of new and emerging technology for teachers, classrooms, and the community.

### Funding Considerations:

Staff for the computer labs

Skill development materials

Educational Software

Equipment funds for up-to-date technology

Support of existing technology and supplies

### Evaluation:

Statewide achievement test scores, district and school report cards, technology surveys, and observations will be used to evaluate objectives 1 and 2.

Current Best Practices: MAPS testing and data analysis, interactive white board use, OdysseyLearning© software, PowerPoint presentations, research, keyboarding, distance learning, and interactive assessments.



## TECHNOLOGY DIMENSION 2

### PROFESSIONAL CAPACITY

#### Snapshot of Current Technology Use in District:

We offer courses in technology integration with content-specific areas. Training is provided to expand and upgrade the technology professional capacity of our district staff. We offer training in MAPS data analysis and TestView software to diagnose strengths and weaknesses in student learning. We offer training in educational softwares that address individual student deficiencies based on SC State Standards. Training in the Accelerated Reading Programs and 100 Book Challenge help teachers encourage independent reading incentives. We offer training in test-taking SAT, ACT, AP, EOC, HSAP software/websites such as USATestprep, and Peterson's StudentEdge. We will continue to offer training in current technologies such as: OdysseyLearning®, PLATO, Read180, Rosetta Stone, United Streaming, Discus, and distance learning. Other softwares and equipment used in the district include, TeacherEase, Kurzwell, Audacity, CPS (Classroom Performance System), Promethean/Activ Boards, Excent, IGPro, EIGP and ADEPT. We will continue to update the curriculum with emphasis that aligns state standards with the performance indicators for technology literate students. We provide technology courses that help teachers develop lesson plans that support state standards. We partner with local universities to offer graduate level technology graduate courses. Spartanburg Two was among four districts in Spartanburg County to be awarded the E2T2 competitive grant to develop an instructional technology academy to improve student achievement through the increase use of technology.

**Goal:** SCSD2 will provide curriculum development and professional development to increase the competency of all educators so that research proven strategies and the effective integration of instructional technology systems can be used to increase student achievement.

Objectives	Strategies
2.1 SCSD2 will provide schools with information and training in technology integration so that teachers can use research-based best-practice instructional methods throughout the curriculum.	<ul style="list-style-type: none"> <li>A. Offer professional develop and training to address the needs of staff.</li> <li>B. Provide a list of professional development opportunities to the staff.</li> <li>C. Provide Professional Development opportunities focused on aligning state technology standards with state content standards.</li> <li>D. Increase the availability of technology professional development tools to teachers.</li> </ul>
2.2 Teachers will demonstrate proficiency in ISTE Teacher Technology Standards into their specific area of professional practice to increase student achievement.	<ul style="list-style-type: none"> <li>A. Encourage teachers to take District and graduate professional development offerings in the area of technology.</li> <li>B. Require teachers to demonstrate proficiency in integrating instructional technology standards.</li> </ul>
2.3 SCSD2 will strive to provide the schools multidimensional technology leadership whose focus is to ensure that technology is making a significant instructional and administrative impact for students, teachers, and administrators.	<ul style="list-style-type: none"> <li>A. Appoint or hire full-time or part-time technology coaches to assist with basic technology skills and the integration of the technology into classroom instruction in every school.</li> <li>B. Require that technology coaches provide direct training and consultation to teachers in their classrooms, with special emphasis on helping administrators, teachers, and students meet the state-recommended technology standards (ISTE NETS-A, ISTE NETS-T, ISTE NETS-S) as well as helping students to meet the state's content standards in all areas.</li> </ul>

<p>2.4 SCSD2 will collaborate in planning for professional development, ensuring that teachers and district staff are trained to use technology, including assistive technology, to enhance learning.</p>	<ul style="list-style-type: none"> <li>A. Develop and submit a technology plan that (1) is directed by the district's technology leadership, (2) is designed for the district and for each school in the district as applicable, and (3) calls for site-based input from technology committees or teams in each building.</li> <li>B. Include in district technology plans professional development for district staff and teachers to be part of assistive technology assessment teams.</li> <li>C. Include in district technology plans the training needed to ensure the accessibility of electronic and information technology to students with special needs.</li> <li>D. Include in district technology plans the training needed for school and district staff to evaluate software in order to make decisions that ensure the promotion of higher-order thinking skills for all students, including those with special needs.</li> </ul>
<p>2.5 SCSD2 will assess the overall effectiveness of professional development in the area of instructional technology standards and the impact of technology on student achievement.</p>	<ul style="list-style-type: none"> <li>A. Establish minimum levels of teacher technology proficiency.</li> <li>B. Incorporate instructional technology assessment into current teacher and administrator evaluation processes.</li> <li>C. Administer a district-wide needs assessment to teachers and administrators to determine current levels and types of professional development that must be offered.</li> <li>D. Administer evaluations to determine the effectiveness and impact of the professional development offered to teachers and administrators.</li> <li>E. Encourage teachers to create and maintain technology portfolios showing examples of their students' work and documenting use of technology in their classrooms.</li> </ul>

**Action List:**

Utilize the expertise of staff members in our district to provide staff development. The teacher expertise will be improved as a result of the Spartanburg County Instructional Technology Academy. This was made possible by the E2T2 Competitive Grant Award.

Develop professional development and training to address the needs of staff.

Develop list of professional development opportunities to the staff.

Conduct training on aligning state technology standards with content standards.

**Funding Considerations:**

Technology Training – mini and graduate courses.

Materials for courses

**Evaluation:** Professional development surveys, teacher technology proficiency provided through the use of teacher and student EPortfolio Assessment System, observations, district and school report cards, and technology assessments will be used to evaluate objectives 1 through 5.

## TECHNOLOGY DIMENSION 3

### INSTRUCTIONAL CAPACITY

#### **Snapshot of Current Technology Use in District:**

District-wide the student to computer ratio averages 3 to 1. Computer labs are available in each school and computers are in many classrooms. Media centers have mini-labs, where students have access to various softwares and the Internet. All computers have Internet access, provided by the state network. Accelerated Reader, OdysseyLearning®, PLATO, StarMath, StarReader, IGPro, Sammy Science, Millie's Math, Knowledge Works, Cornerstone, UltraKeys, Orchard, Riverdeep, Microsoft Office, Kurzweil 3000, Follett, Rosetta Stone, Kuder, SCOIS, Excent and Read180 are some of the programs that are used. There are also some web-based programs that the district has purchased such as USATestPrep. All schools use DISCUS resources as well as United Streaming.

**Goal:** SCSD2 will use current and emerging technology to create learner-centered instructional environments that enhance academic achievement.

Objectives	Strategies
3.1 Through the help of the state, we will provide schools with the resources necessary to increase academic achievement by engaging students in active learning	<p>A. Provide teachers with access to knowledgeable personnel, productivity tools, on-line services, and sources of data in settings that enrich and extend teaching goals.</p> <p>B. Manage the equipment in all instructional areas to support student achievement.</p>
3.2 The district will provide students with access to current and emerging technology resources that will extend their learning beyond the traditional classroom setting and schedule.	A. Provide student with access to technology, online services, and media based instructional materials, including distance learning.

#### **Action List:**

Conduct planning meetings to address curricular design, instructional needs, instructional strategies and appropriate learning environments.

Inventory refresh program will allow for aged equipment to be replaced.

#### **Funding Considerations:**

LCD Projectors/Interactive White Boards and peripherals such as tablets and slates

Equipment Refresh

Professional Development

Distance Learning

#### **Evaluation:**

Professional development surveys, teacher technology proficiency proviso EPortfolio, observations, district and school report cards, and technology assessments will be used to evaluate objectives 1 and 2.

## Technology Dimension 4

### Community Connections

#### Snapshot of Current Technology Use in District

Community involvement and partnerships are successful in our district. Many of our facilities have before and after hours access to technology for students and parents. We have regular communication between home, school, and community through school and teacher websites, automated phone messenger, and emails.

**Goal:** SCSD2 will increase student achievement through the use of technology, including assistive technology, by maximizing community involvement and community partnerships.

Objectives	Strategies
4.1 We will continue to utilize community resources by fostering collaboration and cooperation among state supported organizations, and institutions	A. Identify all organizations, etc. that are focused on instructional technology applications. B. Compile a database of those willing to partner.
4.2 The school district will provide after-hours training and community access to labs, media centers, classrooms and the Family Resource Center.	A. Create and publish flexible schedules of technology access and training for students, parents, teachers, and community members, including assistive training.

#### Action List:

Create a district-wide partnership database  
 Offer after school workshops for students and parents  
 Collaborate with Upstate Resource Center and Adult Ed (Spartanburg County)  
 Schools submit a technology plan  
 Distribute parent and community information through report cards  
 Include members in the community to help in writing technology grants  
 The district office can encourage flexible lab, media center and classroom hours among schools, including opportunities for community members to see and try assistive technology

#### Funding Considerations:

Operations of the facilities after school hours  
 Salary for staff that works in community projects after hours  
 Charge for use of buildings (computer lab, etc)

#### Evaluation:

Community technology access surveys, lab, media center schedules, observations, district and school website information will be used to evaluate objectives 1 and 2.

#### Current Best Practices in the District

Computer literacy	OdysseyLearning©
Peterson's Student Edge (SAT, ACT Prep)	Recycle Computers
USATestprep (software that helps HSAP and EOC)	Rosetta Stone
Automated phone messenger (School Messenger)	GED Program

## TECHNOLOGY DIMENSION 5

### SUPPORT CAPACITY

#### Snapshot of Current Technology Use in District:

South Carolina recognizes the vital role of technology support systems to provide the foundation for teaching, learning, communication, and administration in the public schools. The state's investment in technology resources can be seen in the amount of hardware and connectivity available to the schools. State goals have been met in critical areas such as the number of servers per school and the number of schools connected to a wide-area network (WAN). The state has scored an overall high-tech rating for the number of computers in its schools. Connectivity has been a priority—a fact demonstrated by the Educational Testing Service's having recognized South Carolina as a national leader in ensuring 100 percent connectivity in its schools (ETS 1997). In addition to backbones, factors of paramount importance are hardware and software, adequate support, technical assistance, maintenance, daily operations, and upgrades. Funding programs such as the School Renovation, IDEA, and Technology Grants have helped high-need schools make building, network, and technical repairs.

The KPMG study group found that South Carolina schools receive technical support from the central office, technology coordinators, or media specialists within the schools (KPMG Consulting 2000). Spartanburg School District Two has developed a strategic plan that documents technology standards and goals. Our district applies for E-rate discounts on various telecommunications and Internet technologies. One hundred percent of the district teachers have access to computers and printers. There is a definite need to increase access to projectors and scanners in some schools. The ratio of students to computers is 3.38:1. District leaders use technology funds to administer, maintain and repair networks. Other funds are used to select and purchase equipment.

Effective collection and evaluation of information leads to decisions backed by quantitative as well as qualitative data. Through ongoing centralized planning and implementation, technical and administrative services and support operations are streamlined and services improved.

**Goal:** SCSD2 will expand and support technology resources to assist educators and learners in meeting the state academic standards.

Objectives	Strategies
5.1 SCSD2 will ensure that all students, including those with special needs, and teachers have access to electronic information resources.	<p>A. Maintain a technology inventory that includes the status of current network/Internet access, workstations, and other devices available for access, software applications available for addressing state academic standards, peripherals, and other factors related to universal access to network resources.</p> <p>B. Conduct needs assessments to identify required network components, workstations, and other devices needed for network access, including assistive technology devices, and to identify and evaluate software applications required to meet academic needs as well as peripherals and other resources required to create universal access to network resources.</p> <p>C. SCSD2 will continually update the strategic plan for acquiring and implementing the technology, including assistive technology that is required to provide universal access to network resources.</p> <p>D. SCSD2 will develop the strategic plan with input from segments of the school community such as teachers, the Director of Special Services, administrators, media specialists, community agencies and local businesses. Reviews will be made annually and revisions made as needed.</p> <p>E. The district will seek funding from available sources, including E-rate.</p>

5.2 SCSD2 will ensure that their schools have an integrated, secure network with dynamic bandwidth capacity to support fully converged networks that allow for communication, data collection and distribution, and distance learning.	<p>A. SCSD2 provides a multimedia infrastructure designed to support instruction.</p> <p>B. A system is established for identifying, prioritizing and managing equipment in support of curricular and professional development objectives.</p> <p>C. Ensure the installation, maintenance, and support of multimedia-capable teacher stations in classrooms including data projectors to support large-group instruction.</p> <p>D. An integrated network infrastructure capable of utilizing all distribution modules has been implanted and is continuously updated as technology changes.</p> <p>E. SCSD2 will continue to use bundled distribution packages as a means of distribution to manage the network.</p> <p>F. Maintain networks, virus protection and Internet filtering according to industry standards.</p>
5.3 SCSD2 will have on staff a network engineer, two systems engineers and qualified support technicians to meet the growing technology needs in the district.	SCSD2 will maintain technology support positions of networking engineer, networking technician, educational technology director, and support technicians that will meet the support needs of the district.
5.4 SCSD2 will implement and maintain a disaster recovery plan for all points of failure in LANs and WANs, including redundant data storage, automated backup, and immediate hardware recovery.	<p>A. Disaster recovery plans will be maintained to include nightly backups in the form of disk to disk to tape. Thirty days are kept on file in a safe.</p> <p>B. Bandwidth on the LAN and WAN will be monitored. Network failure alarms will be accessed remotely.</p>
5.5 SCSD2 will maintain its refresh program so that obsolete equipment is replaced and recycled.	The school district will ensure that equipment and software is upgraded as technology changes.
5.6 SCSD2 will increase its ability to design web pages.	SCSD2 will provide training in basic web page design to staff and teachers. Students will receive training through curriculum where appropriate.

**Action:**

SCSD2 will maintain a network that is integrated, secure with dynamic bandwidth capacity to support fully converged networks that allow communication, data collection and distribution as well as distance learning.

**Action List:**

- Maintain technology inventories.
- Conduct needs assessments to identify required technology, including assistive technology
- Create a strategic technology plan that includes strategies for acquiring, managing, and implementing required technology, including assistive technology
- Implement a district disaster recovery plan and an obsolescence and upgrade plan
- Seek funding from local, state, and federal sources
- Encourage and publicize flexible access schedules
- Create a multimedia infrastructure
- Encourage schools to provide multimedia-capable workstations
- Research and implement an integrated network infrastructure
- Use bundled distribution packages to manage fully converged networks
- Install and maintain secure networks
- Employ staff for adequate network maintenance and support
- Implement a district management application that monitors bandwidth on the LAN and WAN
- Ensure that schools have adequate electrical distribution systems
- Publish procedures and schedules for review of equipment and software used in multimedia development including rubrics for judging impact on teaching and learning

- Provide schools with the necessary guidance and training in creating Web pages to ensure that electronic information is accessible to students and teachers with special needs.

**Funding Considerations:**

Technology equipment refresh program to include servers and network hardware, computers, projectors and other multimedia equipment as technology changes

Distance Learning Equipment

Maintain Infrastructure Upgrades

**Evaluation:**

- Statewide achievement test scores
- District report cards
- Professional development tracking and surveys
- District, school, and community surveys
- School technology and improvement plans
- Documented access to technology resources
- Technology needs assessments
- SDE Technology Counts on-line survey
- Budget data

## **Cumulative Benchmarks**

- Maintenance and upgrades of infrastructure - ongoing
- Increase in distance learning opportunities
- Ongoing replacement/refreshment of hardware
- Ongoing Teacher/staff development
- Ongoing upgrade and purchase of new software as technology changes
- Increased access to multimedia software and hardware



## Acknowledgements

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Dr. Quincie Moore, Assistant Superintendent for Instructional Services  
Troy Moore, Director of Technology  
Trisha Meadows, Director of Instructional Technology

Diane Gowan, Teacher  
Donna Tuck, Teacher  
Lori Sawyer, Media Specialist  
Sue Buckner, Media Specialist  
Laura Richeson, Teacher  
Jody Welch, Assistant Principal  
Pat Menzer, Teacher  
Kenna Cox, Media Specialist  
Katie Hughey, Media Specialist  
Sue Cashwell, Teacher  
Beth Stiffler, Computer Lab Assistant  
Sherry Morris, Computer Lab Assistant  
Jessica McKinney, Administrative Assistant  
Jennifer Moss, Teacher  
Allison Acree, Computer Lab Assistant  
Elementary  
Joyce Smith, Assistant Principal  
Sharon Files, Computer Lab Assistant  
Ruth Anne Tennyson, Assistant Principal  
Ali Strickland, Teacher

Chesnee Elementary  
Carlisle-Foster's Grove Elementary  
Carlisle-Foster's Grove Elementary  
Boiling Springs Junior High  
Boiling Springs Elementary  
Chesnee High School  
Boiling Springs High School  
Chesnee Elementary  
Boiling Springs Ninth Grade Campus  
Chesnee Middle School  
Hendrix Elementary  
Mayo Elementary  
Upstate Family Resource Center  
Chesnee Middle School  
Cooley Springs-Fingerville  
  
Boiling Spring Ninth Grade Campus  
Oakland Elementary  
Boiling Springs High School  
Boiling Springs Intermediate School

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ISTE 2000. *ISTE's Educational Technology Standards for Teachers*. Available for download, under terms of agreement at [http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS\\_for\\_Teachers.htm](http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm)

## Appendix 1: No Child Left Behind Action Plan

The No Child Left Behind Act (NCLB), the reauthorization of the Elementary and Secondary Education Act that was enacted in January 2001, sets forth new requirements for state and school district technology plans. In addition to mandating that each district have a current and approved technology plan that meets all state and federal requirements, the NCLB (Title II, Part D: Enhancing Education through Technology, Section 2414, Local Applications) requires that in order for a school district to apply for competitive and formula grants under the Act, that district's technology plan must contain the following specific narratives:

- 1. A description of how your district will use federal funds including Enhancing Education through Technology (E2T2) competitive and /or formula funds to improve the academic achievement, including the technology literacy, of all students attending the schools served and to improve the capacity of all teachers teaching in these schools to integrate technology effectively into curricula and instruction.** SCSD2 will continue to provide courses in technology integration with content-specific areas. Staff development will be provided to all schools so teachers can develop their capability in delivering standards-based lessons that are integrated with technology. We will promote OdysseyLearning® software use at school and home. This software addresses individual student deficiencies based on state standards. The Translator component of OdysseyLearning® integrates NWEA MAP test results with assignments prescribed for each individual student. We will maintain and upgrade PLATO Labs that address skill development, incorporating real-life applications. PLATO courses will be used for credit recovery in three of our secondary schools. We will maintain and upgrade the Accelerated Reading Programs and continue to promote 100 Book Challenge to encourage independent reading incentives. We will continue to update the curriculum with emphasis that aligns state standards with the performance indicators for technology literate students. We will provide technology courses that will help teachers develop lesson plans that support state standards. Spartanburg Two was one of four Spartanburg districts awarded competitive funds. These funds were used to form Spartanburg County Instructional Technology Academy. Sixteen teachers will attend for Spartanburg Two beginning August 3, 2009. Increased access to equipment as well as direct training for integrating technology into the curriculum will improve academic achievement in our schools. These 16 teachers will form a district instructional cohort guided by the district Director of Instructional Technology. The 16 participants are teachers in our K – 8 schools and will demonstrate and teach the effective integration of technology into curricula in all subjects. In the 2008-2009 school year, Formula Funds were used to purchase two mounted projectors in the two schools with the highest need for this technology.
- 2. A description of your school district's specific goals for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards. This explanation should include a description of the curriculum and teaching strategies that integrate technology effectively into curricula and instruction, based on an intensive review of relevant research.** SCSD2 will continue to offer staff development in the effective use of technology through graduate courses, school workshops, and mini-courses. Access to individual computers and computer labs will provide access to relevant research for students, teachers, and administrators. We will continue to utilize and update the OdysseyLearning® and PLATO labs that provide remediation and enrichment for subjects that are correlated to the state standards. We will expand our programs for ELL students to ensure a strong foundation in English instruction. Through the Spartanburg County Instructional Technology Academy, the effective use of advanced technology will increase. Participants in SCITA will explore latest research in learning with technology. Participants will have the opportunity to participate in hands-on workshops that will expand the scope and depth of their instructional skills.
- 3. A description of the steps your district will take to ensure that all students and teachers in schools served by the local education agency have increased access to educational technology.** SCSD2 has integrated distance learning into the curriculum at one school with the possibility of expanding this in another for the school year 2009 -2010. We will continue to provide staff development on the usage of technology and how its implementation will increase student achievement. We will maintain an e-mail system so that personnel will have access from any location with Internet access. We will ensure that all labs are operating at their highest potential. Through the Spartanburg County Instructional Technology Academy, schools will receive additional emerging technology equipment.

4. **A description of how your district will use the E2T2 competitive and/or formula funds (including the combining of these funds with monies from other federal, state, and/or local sources) to help ensure that students in high-poverty and high-needs schools have access to technology and to ensure that teachers are prepared to integrate technology effectively into curricula and instruction.** Before and after-school programs will have access to computer labs for remediation. SCSD2 will continue our partnerships with local agencies so that the schools and community are working together to provide access to technology to those students who are in need. We will continue to offer graduate courses that focus on technology competencies. We will continue to offer mini courses to teachers that focus on using technology as a teaching tool. We will continue to assist teachers with the integration of technology into the curriculum. The Title One Coordinator, Technology Coordinator, Director of Instructional Technology and Assistant Superintendent for Instructional Services will continue to work closely with the schools of high-poverty and high-needs to have the equipment and training that will prove relevant for this population. Spartanburg School District Two does not discriminate when distributing or increasing access to technology. All K-8 schools have at least one lead teacher to become part of a newly formed Technology Cohort. This cohort will work with teachers in all subjects in these schools to increase the use of technology and properly integrate technology into all areas of curriculum.
  
5. **A description of how your district will provide ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel serving the local education agency, to further the effective use of technology in the classroom or library media center, including, if applicable, a list of the entities that will be partners with the local education agency involved in providing the ongoing, sustained professional development.** SCSD2 will continue to offer mini-courses to teachers that focus on using technology as a teaching tool. We will offer graduate courses that focus on technology competencies and integration through local universities and colleges. Media Specialists will continue to train all teachers in the use of DISCUS and its components. Representatives from various companies will provide training for the software that we will be using. The Director of Instructional Technology will provide workshops and staff development in the schools after school and during teacher planning periods. Teachers will be using the EPortfolio Assessment System beginning 2009 – 2010. Once assessed, teachers will be directed to the appropriate workshop to help with their deficiency in an area. This software will allow us to know our teacher abilities better and be able to address teacher needs more specifically.
  
6. **A description of the type and costs of technologies to be acquired for your technology program through the use of E2T2 competitive and/or formula funds, including supporting sources such as services, software, and digital curricula. Your explanation should include specific provisions for interoperability among the components of such technologies.** The E2T2 formula funds are spent based on district need. Twenty-five percent of the funds are used for staff development. This past school year, two mounted projectors were placed in two of our schools with the highest need for projection in the classroom.
  
7. **A description of how your district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction to support standards-based learning and provide a timeline for such integration.**

Integration	Timeline
Upgrade OdysseyLearning©	Yearly
Upgrade PLATO Learning	Yearly
Upgrade necessary hardware components	Ongoing
Upgrade Accelerated Reader	Yearly
Upgrade Star Reader	Yearly
Use of the Internet for instructional activities for students	Ongoing
Use of the Intranet for lesson plans, forms, and resources for curriculum standards.	Ongoing
Students and Teachers made award of ISTE	Yearly and Ongoing

standards	
Curriculum guides developed and updated for technology classes	Ongoing
EPortfolio Portfolio monitored for correct integration aligned with state standards in all subject areas	Yearly and Ongoing

8. **A description of how your district will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources.** SCSD2 supports distance learning which was implemented at Chesnee Elementary School during the 2007-08 school year. A district backbone has been established for future schools to provide distance learning. Future innovative strategies include distance learning for our two high schools to offer courses across the district where needed. OdysseyLearning®, United Streaming, and KidPace and TestView are used on a daily basis to enhance instruction and communication. Emerging technology instruction provided through SCITA.
9. **A description of how your district will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education. Explain how these strategies will allow parents to reinforce at home the instruction their child receives at school.** SCSD2 will continue to maintain its WebPages to allow community access to information concerning schools and the district. Links are provided for parents on best practices to reinforce the instruction that students receive at school. Schools will continue to maintain their websites for the purpose of keeping the community informed of what is happening in their schools. Teachers will continue to maintain their websites through SchoolNotes for the purpose of keeping parents informed of activities within the classroom. The district will continue to encourage teachers to collect parent email addresses in order to offer better communication between parent and teacher. After school meetings with parents will continue so that parents can be made aware of what technologies are available from home and how to get access. PowerSchool will have a parent portal. Parents will be made aware of this through newsletters and parent teacher meetings.
10. **A description of how programs in your district will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology.** PLATO Labs play an important part in the individualized plan for the students. PLATO is used in three of our secondary schools for credit recovery. We will continue our services with First Steps, Spartanburg County Adult Education and Spartanburg School District One to ensure that programs are offered for adult education, parent education, and child development at the Upstate Resource Center in Boiling Springs and the Family Literacy Center. We will continue to offer our mini technology classes to the community.
11. **A description of the process and accountability measures that your district will use to evaluate the extent to which the activities in your technology plan, including those activities funded under the E2T2 program, are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student academic achievement standards.** With programs such as OdysseyLearning® and PLATO, teachers have the ability to assign individualized remediation for students. Students can work at their own pace in an attempt to master state standards through teacher assigned lessons. Teachers monitor progress on an individual basis. Pre and Post tests provide data regarding program effectiveness. EPortfolio will be used in 2009-2010 for teachers to demonstrate proficiency and discover their technology performance level. Teachers will be directed to workshops, online courses and graduate courses. Comparative data on student progress will be used by teachers and administrators through TestView, an electronic data warehouse. EPortfolio seems to be a good way to measure and evaluate the use of technology in the classroom and the proper integration with state standards in all subjects. Spartanburg Two will begin to use the assessment tool for teachers and eighth grade students in the 2009 – 2010 school year. Teacher portfolios will be examined each school year with recommendations for improvement if necessary.

12. **A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology.** InfoAvenue is the State service that our district uses for access to the Internet. Exchange Server is the tool that we use to communicate through e-mail. Symantec is the tool that is used as a firewall and the Altiris Server is the tool that we use to trouble shoot at the school sites. Metro Ethernet is presently in place. Compass Odyssey is a web-based instructional software based on our SC standards that is accessible for our students from home.

## Appendix 2: Teacher Technology Proficiency Proviso Professional

### Spartanburg School District Two *Teacher Technology Proficiency*

In accordance with Proviso 1.40, Spartanburg County School District Two will use the EPortfolio System to endorse teacher proficiency in the area of technology. In order to help both educators and their students achieve the technology goals indicated in the District Technology Plan, teachers and students will use the EPortfolio assessment system. The professional development plan for teachers in our school district includes the following:

- I. **Standards** – SCSD2 has adopted the ISTE Teacher Technology Standards (NETS for Teachers 2008). These standards as they apply to educators in Spartanburg School District Two address five competency areas. These areas include facilitating and inspiring student learning and creativity, designing and developing digital-age learning experiences and assessments, promoting and modeling digital citizenship and responsibility, and engaging in professional growth and leadership.
- II. The following **professional development offerings** in the area of technology are available to our teachers and administrators on a rotating semester basis including fall, spring, and summer. These offerings address technology content knowledge. Each class is offered at least once per academic year; most are offered 2 or 3 times depending on interest and need. An attached syllabus is provided for each course.

a) Technology Level 1, b) Technology Level 2, c) Technology Level 3

Other workshops offered by Spartanburg School District Two include:

Internet Resources for the Classroom  
Email, Scheduling, and Calendar using Outlook  
PowerPoint  
Web Page Design  
Desktop Publishing  
Computer Accessories and Troubleshooting  
Integrating Technology into Curriculum  
Excel  
Digital Storytelling  
Promethean ACTIV board training.

All classes run for 6 weeks and meet 2.5 hours per session. Each course represents 15 direct contact hours of instruction. Classes are scheduled in varying school computer labs throughout the district as well as in the District Office.

- A. **Assessment** – Teachers will use the EPortfolio System to move through their levels of proficiency. A portfolio will be evaluated at each level. Teachers who need to move through the Category A workshops may enter at the level the assessment software places them. The portfolio archives must be accepted and approved by the Director of Instructional Technology or district manager of the EPortfolio Assessment System.
- B. **Endorsement** – Currently, 100% of Spartanburg School District Two teachers have been technology proficiency endorsed by the criteria established prior to the 2009 – 2010 school year.
- C. **Measurement** – Our district will measure ongoing technology integration into classroom through a plan of a) an annual review lesson plans that reflect technology use uploaded to EPortfolio, b) periodic surveys of teachers and administrators to gauge frequency and level of technology use and integration in the curriculum, c) periodic surveys of students to gain input on the level of technology use in instruction and in student assignments, d) an annual assessment of eighth graders using the EPortfolio system.

- D. Remediation** – Teachers who have difficulty meeting the technology proficiency endorsement will be encouraged to begin with the Level 1 technology assessment and move through to Level II. 80% at Level 3 is considered Proficient. If the teacher still has difficulty meeting the technology proficiency endorsement, they will be encouraged to take additional workshops as needed to improve their skills. Special sessions on specific topics will be planned for teachers and administrators who experience difficulty in achieving standard. Teachers' goal-based evaluations will reflect the need for obtaining technology proficiency and remediation as necessary.

### **III. TIMELINE**

<b>Activity</b>	<b>Responsible</b>	<b>Date</b>
<b>Revised course offerings made available to teachers</b>	<b>Glenda Brown, Director of Staff Development</b>	<b>Ongoing</b>
<b>Expectations for teacher technology competency EPortfolio Assessment System</b>	<b>Trisha Meadows, Director of Instructional Technology</b>	<b>Ongoing</b>
<b>Technology Proficiency Re-communicated to teachers/staff</b>	<b>Directors of Instructional Technology and Staff Development</b>	<b>Ongoing</b>
<b>Collection for a database to include attendance and participation in coursework &amp; portfolios toward proficiency requirements</b>	<b>Glenda Brown, Director of Staff Development Trisha Meadows, Director of Instructional Technology EPortfolio Manager</b>	<b>Ongoing</b>

### **IV. District Contact**

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**Date plan updated:** June 23, 2009



## SPARTANBURG SCHOOL DISTRICT TWO

**Technology Standards for Educators** In accordance with Proviso 1.40, Spartanburg County School District Two will use the EPortfolio Assessment System to endorse teacher proficiency in the area of technology in order to help both educators and their students achieve the goals indicated in the District Technology Plan. The SC Department of Education adopts ISTE NETS for Teachers and Students to help provide a framework for implementing technologies in teaching and learning. The 2008 ISTE Standards for Teachers are listed below at Level III.

### SPARTANBURG SCHOOL DISTRICT TWO Technology Competencies for Educators 2009-2013 Technology Plan/EPortfolio Assessment System LEVEL I Updated June 23, 2009

<b>Level I</b>	<b>NETS Standard 1</b>	<b>System Operation Skills</b>
	<b>1.a</b>	Start up and shut down computer system and peripherals <ul style="list-style-type: none"> <li>Identify a computer system</li> <li>Define and describe peripherals</li> <li>Start up and safely shut down a computer</li> </ul>
	<b>1.b</b>	Identify and use icons, menus, and shortcuts on the desktop
	<b>1.c</b>	Select and start an application and create a document
	<b>1.d</b>	Name, save, retrieve, and revise a document <ul style="list-style-type: none"> <li>Open documents from various file locations</li> <li>Rename documents</li> <li>Create folders</li> <li>Save documents to folders</li> <li>Copy and paste documents from one location to another</li> <li>Print documents</li> </ul>
	<b>1.e</b>	Use printing options <ul style="list-style-type: none"> <li>Print current page</li> <li>Print certain pages ex. 1 – 5</li> <li>Print to fit</li> </ul>
	<b>1.f</b>	<ul style="list-style-type: none"> <li>Insert CD-ROM and find files on CD-ROM</li> </ul>
	<b>1.g</b>	Use the mouse right and left click options
	<b>1.h</b>	Copy document from one location to another ex. Harddrive to flash drive
	<b>1.i</b>	Create and name/ rename subdirectories/ folders
	<b>1.j</b>	Save, open, close, and place documents inside subdirectories/ folders
	<b>1.k</b>	Save to desktop, flash drive and my documents
	<b>1.l</b>	Open and work with more than one application at a time
	<b>1.m</b>	Close all programs and safely shut down the computer
<b>Level I</b>	<b>NETS Standard 2</b>	<b>Basic Hardware</b>
	<b>2.a</b>	Setup computer system and connect peripheral devices including mouse, keyboard, and printer
	<b>2.b</b>	Protect and care for CD-ROMS and flash drives
	<b>2.c</b>	Observe a clean work environment when using technology equipment
	<b>2.d</b>	Make backup copies of key application and documents
	<b>2.e</b>	Use self-help resources to diagnose and correct common hardware/ printing problems
<b>Level I</b>	<b>NETS Standard 3</b>	<b>Word processing/desktop publishing</b>
	<b>3.a</b>	Enter, edit, cut, copy, paste and move a block of text
	<b>3.b</b>	Save and Save As, open, preview, and print documents
	<b>3.c</b>	Change text format and style, set margin, line spacing, tabs
	<b>3.d</b>	Check spelling, grammar, and word usage

	<b>3.e</b>	Create a header or footer
	<b>3.f</b>	Insert date, time, page number
	<b>3.g</b>	Create numbered or bulleted lists
	<b>3.h</b>	Insert clip art into document
<b>Level I</b>	<b>NETS Standard 4</b>	<b>Internet Browser</b>
	<b>4.a</b>	<b>Connect, login, retrieve a document, save a document to a specified location</b>
	<b>4.b</b>	Start the browser to access "home page"
	<b>4.c</b>	Type a specific URL on the address line and go to a specific web site
	<b>4.d</b>	Add a URL to a "favorites" or "bookmarks" list
	<b>4.e</b>	Access a "search engine" (Yahoo, Lycos, etc.) and find sites related to a specific topic
	<b>4.f</b>	Explain terms such as local area network, wide area network, access rights, security passwords, file server, acceptable use policy
<b>Level I</b>	<b>NETS Standard 5</b>	<b>Telecommunications</b>
	<b>5.a</b>	Connect to the Internet
	<b>5.b</b>	Use Electronic Mail (compose, send, retrieve, read, respond)
	<b>5.c</b>	Access and use resources on Internet and World Wide Web.
	<b>5.d</b>	Attach a file and send as electronic mail
	<b>5.e</b>	Create and use group addresses for electronic mail
<b>Level I</b>	<b>NETS Standard 6</b>	<b>Presentation/ Multimedia</b>
	<b>6.a</b>	Create a presentation using presentation software. Be aware of templates and wizards available.
	<b>6.b</b>	Create electronic slides
	<b>6.c</b>	Add and format text, backgrounds, graphics and picture to a slide or presentation
	<b>6.d</b>	Use the slide sorter view to arrange slides
	<b>6.e</b>	Run a presentation for an audience
	<b>6.f</b>	Connect a video output device (LCD projector) to computer for large screen display
<b>Level I</b>	<b>NETS Standard 7</b>	<b>Instructional Applications</b>
	<b>7.a</b>	Coordinate use of hardware, software, and peripheral devices within the classroom
	<b>7.b</b>	Teach, support, and supervise student use of technology
	<b>7.c</b>	Integrate technology resources into lessons and learning activities
	<b>7.d</b>	Integrate local information resources into lessons and learning activities
	<b>7.e</b>	Integrate Internet resources into lessons and learning activities
	<b>7.f</b>	Actively encourage and provide student use of all technology resources

**SPARTANBURG SCHOOL DISTRICT TWO**  
**Technology Competencies for Educators**  
**2009-2013 Technology Plan/EPortfolio Assessment System**  
**LEVEL II Updated June 30, 2009**

<b>Level II 2000</b>	<b>NETS Standard 1</b>	<b>Technology Operations and Concepts</b>
	<b>1.a</b>	Demonstrate introductory knowledge, skills, and understanding of concepts related to technology as described in the ISTE 2007 Standards for Students
	<b>1.b</b>	Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies
	<b>NETS Standard 2</b>	<b>Planning and Designing Learning Environments and Experiences</b>
	<b>2.a</b>	Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners
	<b>2.b</b>	Apply current research on teaching and learning with technology when planning learning environments and experiences
	<b>2.c</b>	Identify and locate technology resources and evaluate them for accuracy and suitability
	<b>2.d</b>	Plan for the management of technology resources within the context of learning activities
	<b>2.e</b>	Plan strategies to manage student learning in a technology-enhanced environment
<b>Level II</b>	<b>NETS Standard 3</b>	<b>Teaching, Learning, and the Curriculum</b>
	<b>3.a</b>	Facilitate technology-enhanced experiences that address content standards and student technology standards
	<b>3.b</b>	Use technology to support learner-centered strategies that address the diverse needs of students
	<b>3.c</b>	Apply technology to develop students' higher-order skills and creativity
	<b>3.d</b>	Manage student learning activities in a technology-enhanced environment
<b>Level II</b>	<b>NETS Standard 4</b>	<b>Assessment and Evaluation</b>
	<b>4.a</b>	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.
	<b>4.b</b>	Use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning.
	<b>4.c</b>	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity
<b>Level II</b>	<b>NETS Standard 5</b>	<b>Productivity and Professional Practice</b>
	<b>5.a</b>	Use technology resources to engage in ongoing professional development and lifelong learning
	<b>5.b</b>	Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning
	<b>5.c</b>	Apply technology to increase productivity
	<b>5.d</b>	Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.
<b>Level II</b>	<b>NETS Standard 6</b>	<b>Social, Ethical, legal, and Human Issues</b>
	<b>6.a</b>	Model and teach legal and ethical practice related to technology use
	<b>6.b</b>	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities
	<b>6.c</b>	Identify and use technology resources that affirm diversity
	<b>6.d</b>	Promote safe and healthy use of technology resources
	<b>6.e</b>	Facilitate equitable access to technology resources for all students

**SPARTANBURG SCHOOL DISTRICT TWO**  
**Technology Competencies for Educators**  
**2009-2013 Technology Plan/EPortfolio Assessment System**  
**LEVEL III**  
**Updated June 30, 2009**

<b>Level III 2008</b>	<b>NETS Standard 1</b>	<b>Facilitate and Inspire Student learning and Creativity</b>
	<b>1.a</b>	<p>Promote, support and model creative and innovative thinking and inventiveness</p> <ul style="list-style-type: none"> <li>• I use technology to design student projects that require higher-level thinking skills</li> <li>• I am aware of Bloom's Taxonomy and use it to create digital lessons that require higher-level thinking skills</li> </ul>
	<b>1.b</b>	<p>Engage students in exploring real-world issues and solving authentic problems using digital tools and resources</p> <ul style="list-style-type: none"> <li>• I can identify the technology skills and competencies future graduates will need to successfully participate in society</li> <li>• I promote and can model emerging technologies such as podcasting, blogging, Skype, etc.</li> <li>• I can direct students to online tutorials and learning resources</li> </ul>
	<b>1.c</b>	<p>Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes</p> <ul style="list-style-type: none"> <li>• I can promote student reflection using collaborative technology tools such as blogging, Skype, wikis, and other emerging technologies</li> </ul>
	<b>1.d</b>	<p>Model collaborative knowledge construction by engaging in learning with students, colleagues, and other in face-to-face and virtual environments</p> <ul style="list-style-type: none"> <li>• I can model collaborative knowledge construction by engaging in learning with students, colleagues and others in face-to-face and/or virtual environments.</li> </ul>
<b>Level III</b>	<b>NETS Standard 2</b>	<b>Design and Develop Digital-Age Learning Experiences and Assessments</b>
	<b>2.a</b>	<p>Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity</p> <ul style="list-style-type: none"> <li>• I can design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.</li> <li>• In my class, I can model the use of digital tools and software to develop real life situations using tools and software such as Google Sketchup, Excel spreadsheets, MS Paint, Inspiration, Thinking Maps, etc.</li> </ul>
	<b>2.b</b>	<p>Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress</p> <ul style="list-style-type: none"> <li>• I can develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress such as web quests, research-based assignments, etc.</li> </ul>
	<b>2.c</b>	<p>Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources</p> <ul style="list-style-type: none"> <li>• I can use technology resources to collect and analyze data, interpret results, and communicate finding to improve instructional practice and maximize student learning.</li> <li>• I use data to differentiate instruction in my classroom.</li> </ul>

<b>Level III</b>	<b>2.d</b>	<p>Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching</p> <ul style="list-style-type: none"> <li>• I can use a computerized information system to keep track of basic student data and information.</li> <li>• I can create assessments using tools such as rubrics, checklists, and benchmarks that allow me to objectively determine the quality of student work.</li> </ul>
<b>Level III</b>	<b>NETS Standard 3</b>	<b>Model Digital-Age Work and Learning</b>
	<b>3.a</b>	<p>Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations</p> <ul style="list-style-type: none"> <li>• I can demonstrate fluency in the use of technology systems</li> <li>• I transfer current knowledge to new technologies and situations</li> </ul>
	<b>3.b</b>	<p>Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation</p> <ul style="list-style-type: none"> <li>• I use collaborative digital tools and resources to communicate with peers, parents, and community that supports student success and innovation</li> </ul>
	<b>3.c</b>	<p>Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats</p> <ul style="list-style-type: none"> <li>• I can use a variety of digital-age media and formats to communicate relevant information and ideas effectively to students, parents and peers such as email, web pages, blogs, and newsletters</li> </ul>
	<b>3.d</b>	<p>Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning</p> <ul style="list-style-type: none"> <li>• I model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.</li> </ul>
<b>Level III</b>	<b>NETS Standard 4</b>	<b>Promote and Model Digital Citizenship and Responsibility</b>
	<b>4.a</b>	<p>Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources</p> <ul style="list-style-type: none"> <li>• I am aware and promote the Copyright and Fair Use Guidelines for Teachers.</li> <li>• I advocate and model safe, legal, and ethical use of digital information and technology. I am aware and promote the SC K-12 Cyber Safety Standards</li> <li>• I model and advocate the appropriate documentation of sources used for research</li> </ul>
	<b>4.b</b>	<p>Address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources</p> <ul style="list-style-type: none"> <li>• I address the diverse needs of all learners</li> <li>• I provide equitable access to appropriate digital tools and resources</li> </ul>
	<b>4.c</b>	<p>Promote and model digital etiquette and responsible social interactions related to the use of technology and information</p> <ul style="list-style-type: none"> <li>• I promote and model digital etiquette and responsible social interactions related to the use of technology and information</li> </ul>
	<b>4.d</b>	<p>Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and</p>

		collaboration tools. <ul style="list-style-type: none"> <li>• I model cultural understanding and global awareness</li> <li>• I use digital-age communication and collaboration tools to promote and develop cultural understanding and global awareness</li> </ul>
<b>Level III</b>	<b>NETS Standard 5</b>	<b>Engage in Professional Growth and Leadership</b>
	<b>5.a</b>	Participate in local and global learning communities to explore creative applications of technology to improve student learning <ul style="list-style-type: none"> <li>• I participate in local and global learning communities to explore creative applications of technology to improve student learning</li> </ul>
	<b>5.b</b>	Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others <ul style="list-style-type: none"> <li>• I exhibit leadership in my school by demonstrating a vision of technology infusion into the curriculum of all subjects.</li> <li>• I collaborate with my peers in the continued development of technology skills in our building and community</li> </ul>
	<b>5.c</b>	Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning <ul style="list-style-type: none"> <li>• I stay abreast of current technology and research so that I make effective use of digital tools in support of student learning.</li> </ul>
	<b>5.d</b>	Contribute to the effectiveness vitality and self-renewal of the teaching profession and of their school and community. <ul style="list-style-type: none"> <li>• I contribute to the vitality and my self-renewal of my teaching profession</li> </ul>
<b>Level III Terms</b>		Podcasting, vodcasting, Skype, webcam, streaming, webpage, simulation software, browser, blog, virtual environments, freeware, shareware, Acceptable Use Policy, copyright, fair use, equitable access, word processing, database, graphics, spreadsheets, presentation software, design themes, templates, storyboard, virtual reality, web publishing, citing references, plagiarism, author bias, anatomy of a web address, spreadsheet terminology, types of charts and their appropriateness, science probes, telecomputing, photo editing, desktop publishing, scanner, upload, download and transfer,